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ABSTRACT

In this paper, the author explores two aspects of the role of research in the continuing education of educators of adults: What research has been done about the continuing education of educators of adults? and What should be the roles of research? Content covering the first of these questions comprises three-fourths of the paper and reviews the major findings of sixteen studies pertaining to the education of adult educators. Regarding the second question, nine roles of research are suggested, including to establish an empirical data base and other evidence for determining the characteristics, competencies, and roles of educators of adults; to establish a theoretical base or model for determining the characteristics, competencies, and roles of educators of adults; to determine which characteristics and competencies can be acquired and/or can be learned or taught; to translate adult education research so that it can be used as a resource for learning by educators of adults; and to integrate or meld theory and practice. (EM)

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CONTINUING EDUCATION FOR EDUCATORS OF ADULTS

THE ROLES OF RESEARCH

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CONTINUING EDUCATION FOR EDUCATORS OF ADULTS

THE ROLES OF RESEARCH

Adult and continuing education is coming of age. Although the claim has been made before, it has never been so widely acknowledged, nor has evidence of it so pervaded our culture. The evidence is found in increasing numbers of adult participants, proliferation in the range of learning opportunities, and mounting expenditures of time, effort, and resources.

The concept of coming of age has some specific meanings. First of all, it implies independence from certain things and some separateness from the past.

Second, it implies an assumption of responsibility for one's own destiny - self-direction.

Third, it implies commitment to some new and more mature goals.

Fourth, it implies commitment to provide effective and efficient opportunities to achieve the goals.

Fifth, it implies a sense of responsibility to evaluate and account for the time, effort, and resources that are utilized.

As adult education comes of age, these five elements of the concept must be considered. For participating adults, attention should center on setting goals, on achieving greater self-direction, on becoming more independent and responsible for actions, and on making learning opportunities accessible to achieve the goals.

With the coming of age the issues involved in adult education seem to increase in numbers but also to come more into focus. The purpose of this session is to examine "Issues in Adult Education - the Role

of Research in their Implementation".

While the identification of study and research about issues is important, the more basic problem involves the people who have assumed or have been assigned responsibility for enhancing and implementing the concept of coming of age. These are the educators of adults although they are not always designated as such.

The range of their commitment and involvement is indicated by the roles that they fulfill: program and other administrators; specialists; teachers; research workers; professors; trainers; consultants board members; legislators; volunteers; policy makers; and support persons such as librarians, technicians, and secretaries.

Some pervading questions facing the educators of adults pertain to their characteristics, competencies and roles. There is nothing new about these questions. Certainly concerned and thoughtful leaders have been examining the problem over the years. The urgency and scope of the task now gives it an air of newness. Continuing learning by educators of adults is a crucial issue in this coming of age.

On a global basis, concern is reflected in the conference papers, the discussions, and the final report of the Third World Conference on Adult Education, sponsored by UNESCO, held in Tokyo in August 1973. A considerable proportion of the final report dealt with this topic. For example, Communication #50 reads in part, "The Commission was in no doubt that the biggest challenge facing Adult Education during the 1970's will be how to mobilize and train sufficient professional personnel to discharge the multivarious tasks involved in enabling adults to learn and to want to go on learning.

The Coalition of Adult Education Organizations in the United States, in December 1974, by resolute action, created a Committee on Continuing Education for Educators of Adults. Associations and organizations, such as the National University Extension Association (NUEA) have set up similar committees for professional development. The Association for Continuing Higher Education (ACHE) chose professional development of its own members as the theme for its Annual Conference to be held in Montreal in 1977.

Granted that some educators of adults have identified and do understand the major issues and challenges of their professional development, there are many who are not yet fully sensitive to its implications. Similarly, as the field expands, there are many persons who are committing themselves to professional development of those educators of adults who are themselves not now adequately qualified or prepared.

Programs for the educators of adults may be considered as pre-entry to the field and/or as recurrent and continuing education after entry to the field. Obviously, the nature and extent of the programs at each phase will vary according to the role of the educators and the goals of each individual educator.

It is the task of applying what is presently known about learning and the education of adults to the educators of adults themselves. What then are the roles of research in resolving the issue?

Two aspects of the role of research in the continuing education of educators of adults will be explored:

1. What research has been done about the continuing education of educators of adults?

2. What should be the roles of research?

WHAT RESEARCH HAS BEEN DONE ABOUT THE CONTINUING EDUCATION OF EDUCATORS OF ADULTS?

There is no dearth of literature about adult education, but much of it is descriptive and takes the form of opinions, speculation, or even exhortation. The literature and resources have been searched to determine what research is available and is related to this specific topic. The literature in general was searched manually and through ERIC. Microfilms of doctoral dissertations and masters theses which are now processed and listed at Syracuse University were examined. Investigations were made into related fields such as psychology and sociology. Telephone calls were placed to search out other leads. The third area for obtaining evidence was in fields such as the health-related professions. The research related to characteristics, competencies, and roles of educators of audlts is reported as follows:

Studies of what educators of adults do, how they work, and what they value, have appeared since 1950. In that year Thurman White completed his doctoral dissertation, "Similarity of Training Interest Among Adult Education Leaders," at the University of Chicago. In the study he identified topics--or educationals--of a high level of interest to leaders of adult education programs.[15] White's study identified nine such topics, all within the domain of skills or understandings.

A decade later, in another doctoral dissertation, Martin Chamberlain completed a study, "The Professional Adult Educator," in which he tabulated rank order responses to forty-five statements of

personal objectives, each beginning with the phrase, "The successful professional adult educator has an understanding...". The objectives incorporated statements of characteristics ("has an open mind"; "is himself learning"), competencies (e.g. "can communicate effectively"), and beliefs ("believes in freedom of thought and expression").[5]

Chamberlain further summarized the positions taken by the several groups of adult educators who comprised the sample of his study. The data were analyzed and reported under six headings:

1. The successful professional adult educator has an understanding of:
   (a) the conditions under which adults are most likely to learn;
   (b) the processes involved in attitudinal change;
   (c) the processes involved in group or community change;
   (d) the motivations for adult participation in programs;
   (e) the theories which relate to the method of adult education;
   (f) the group process-the dynamics of group behavior;
   (g) the structure of the community; its organization and groupings;
   (h) the problems and principles of administration;
   (i) the democratic process as applied to daily living;
   (j) the changes in the adult-physiological, mental, and social development throughout the life span;
   (k) the history and organization of adult education.
2. The successful professional adult educator can:
   (a) communicate effectively-speaks and writes well;
   (b) organize learning situations which have particular relevance for adults;

(c) carry on self-directed study;

(d) organize and direct complex administrative activities;

(e) carry through procedures of evaluation of his programs;

(f) plan and conduct research in his field;

(g) perform as a professional consultant or counselor:

(h) effectively use the techniques of promotion and publicity;

(i) use the mass media as educational means;

(j) apply democratic principles to everyday life;

(k) effectively deal with differences in people who come from a variety of backgrounds;

(l) read and speak a foreign language;

(m) apply generalizations to specific situations.

3. The successful professional adult educator is:

(a) capable of formulating the criteria for selecting teachers and lay leaders;

(b) an effective group leader and member;

(c) competent in a particular discipline or field of study;

(d) aware of the implications of national and international events which should be known by the adult public served;

(e) imaginative in program development.

4. The successful professional adult educator believes:

(a) he should develop and learn throughout life;

(b) there is potentiality for growth in most people.

5. The successful professional adult educator has:

(a) a strong commitment to adult education;

(b) confidence in his ability as an adult educator;

(c) a desire to be a responsible leader of his profession;

(d) an open mind-is willing to accept others' ideas.

6. The successful professional adult educator:

   (a) knows himself-his values, his strengths and weaknesses;

   (b) recognizes the existence of the developmental tasks of adulthood such as marriage, raising a family, and preparation for retirement;

   (c) recognizes the forces in our culture which tend to cause the individual to become alienated from himself, and is capable of creating adult educational activities to counter this cultural effect.

In a 1962 study, "Criteria for Evaluating Graduate Study of Adult Education", [1] Asker in a mail survey obtained responses from 287 graduate students and 16 professors in adult education. Twenty-three behavioral objectives were identified as useful criteria for evaluating graduate study in adult education. The adult educator:

1. Helps people control and adjust to change rather than to maintain the status-quo.

2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.

3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learners.

4. Helps his clientele acquire the ability for critical thinking.

5. Provides an atmosphere where adults are free to search, through trial-and-error, without fear of institutional or inter-personal threat.

6. Identifies potential leaders and helps than to develop their potentials and capacities.

7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.

8. Is actively involved in continuing study that will increase his professional competencies.

9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.

10. Actively shares, participates, and learns with the learners in the learning experiences.

11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.

12. Identifies and interprets trends that have implications for adult education.

13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.

14. Arranges learning experiences so that the learners can integrate theory and practice.

15. Is effective in building a teaching team among lay leaders and group members.

16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.

17. Is creative and imaginative in developing new programs and believes that innovation and experiment are necessary for the expansion of adult education.

18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.

20. Objectively presents contrasting points of view.

21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.

22. Recognizes when the communication process is not functioning adequately or when it breaks down.

23. Identified, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

These descriptive statements, again, embraced operational behaviors with competencies and values at least implied. [13]

This much of the literature search owes a considerable debt to two works by Clive Veri, as well as to the original sources cited:[14] "Building a Model Doctoral Degree Program in Adult Education" and "Organizational Patterns of Programs at the University in the United States Which Offer a Doctoral Degree in Adult Education." Veri, in both works, summarized the history of graduate study in adult education beginning at Columbia University in 1935.

At least four studies completed in the last decade are also of relevance to this inquiry. In a dissertation, "Educational Philosophy of a Group of Professors and Adult Educators", completed in 1970, Wanda Hole[8] examined the relationship of one of three identified philosophies of adult education to such other variables as membership in professional adult education organizations, age, number of years of experience, university from which doctorate was received, type of bachelor's degree, or type of master's degree held. A check list was given to 552 persons who had received their doctorates in adult education. The conclusions were that:

1. Three major philosophies of adult education were held--traditional (academic), progressive, and community.
2. As a group, those persons holding the doctorate in adult education tended to be most in agreement with the community philosophy.
3. The respondents were most in agreement with the community philosophy of education irrespective of membership or non-membership in professional adult education organizations, age, number of years of experience in adult education, year in which the doctorate was granted, age

at which doctorate was granted, type of bachelor's degree, or type of master's degree.

4. A slight difference in agreement with educational philosophies was indicated by respondents grouped according to universities from which the doctorate was received.

J. J. Carrig, [4] in a 1973 dissertation, "An Identification of Beliefs that are of Importance to Professional Adult Educators", identified forty-seven beliefs that "holders of doctorates in adult education judge to be important to the porfessional adult educator".

He then asked 195 subjects to rank on a five-point scale in the mailed questionnaire, the degree of importance of those beliefs. In the conclusion of his study, Carrig has included forty five of them, which are listed here in order of importance.

1. Man possesses a desire to learn.
2. There is potentiality for growth and development in most people.
3. Learning should continue throughout life.
4. Opportunities for learning should be available to all adults.
5. Learning experiences for adults should be such as to encourage the free and open discussion of ideas.
6. The field of adult education should be composed of a variety of organizations operating at a variety of levels and in a variety of settings.
7. Institutions offering adult education programs or services should coordinate their efforts.
8. One of the goals of adult education should be to help the individual make of himself all that he wants to be and is capable of being.

9. One of the goals of adult education should be to help bring about social change.

10. One of the goals of adult education institutions or agencies should be to serve the needs of the community in which it is located.

11. Adult learners should be aware of goals and objectives to be achieved.

12. Adult learners should participate in the determination of the goals and objectives of courses and programs.

13. Adult learners should participate in the determination of the content and methods of courses and programs.

14. Adult learners should participate in the evaluation of programs and instruction.

15. Special methods and techniques should be used for teaching adults.

16. Every person is important as a human being in and of his own right.

17. Any adult education institution should be free to offer any type of course or porgram provided a need exists and sufficient resources are available.

18. The freedom to offer any type of course or program in adult education includes the freedom to offer programs that may be controversial in nature.

19. Credit programs for adults should make it possible for adults to obtain academic credit based upon prior knowledge or experience.

20. Courses or programs offering academic credit should meet certain specified standards.

21. Course or program evaluation should be based principally upon the achievement of the objectives.

22. Public funds should be available to support adult education.

23. Public funds should be available to provide financial aid for adult students.

24. Persons planning careers in adult education should complete some minimum amount of professional preparation in adult education.

25. Professional preparation programs for adult educators should be offered both at the undergraduate and the graduate levels.

26. Professional adult educators usually perform one or more of the following roles: administrator, counselor, program planner, researcher, teacher.

27. Professional adult educators should possess at least some competence in each of the five roles (administrator, counselor, program planner, researcher, teacher).

28. The adult educator should know his community - its people, its problems, its needs, and its resources.

29. The adult educator should actively participate in the the life of his community.

30. Adult educators should assist pre-adults to develop the motivation, attitudes, understandings and skills conducive to lifelong learning.

31. The adult educator should himself be actively involved in the continuing study.

32. The adult educator should hold membership in the professional societies in his field.

33. The adult educator should actively participate in the work of the professional societies in his field.

34. The adult educator should do research.

35. The adult educator should share significant knowledge about his work with other members of the field.

36. The adult educator should continuously evaluate the results of his efforts.

37. The adult educator should have status commensurate with other persons holding similar responsibilities within a given organization.

38. A profession exists to provide a service to society.

39. The success of a profession or a professional should be measured by the quality of the service it or he renders.

40. Adult education is an essential activity in society.

41. Adult education should be thought of as an applied field of knowledge in that it borrows concepts and principles from many diciplines and reformulates them for its own use.

42. There is a core of knowledge that is relevant to the education of adults.

43. Common meanings should be established for adult education terms.

44. A code of ethics should be established for the field of adult education.

45. Innovation and experimentation in programs and methods is essential to the growth and development of the field.

Among the significant findings of Carrig's study were:

1. Most of the beliefs regarded as "quite important" or "extremely important" either should be acquired or should be more completely internalized during the time of the graduate program.

2. None of the beliefs included was thought appropriate to wait until after the program for internalization. Beliefs thought to be best developed during the graduate program were those specifically related to "the adult educator, the learner and the field". Carrig concluded that those findings suggested "in a forceful manner that the acquisition of attitudes, beliefs and values should be an integral part of any program of graduate study in adult education...If the acquisition of these beliefs, is not already an integral part of their programs, the professors must find both the space to incorporate them and the means by which to communicate them."

In a 1970 research paper, "The Professionalization of Adult Educators in New York State", Joan W. Wright [16] reported the findings of her survey of 200 New York State adult education practitioners, a sample

which included SUNY directors of continuing education, public school directors, and Cooperative Extension agents. The survey instrument measured the presence of five structural attributes of professionalization as well as five attitudinal attributes.

The structural attributes examined in the study were full-time pursuit of the occupation, professional associations, a formal code of ethics, and autonomy in one's work. The attitudinal attributes were:

1. Use of the professional organization as a major reference group.
2. Belief in service to the public.
3. Belief in self-regulations.
4. Sense of calling to the field.
5. Feeling of autonomy.

The Wright study found substantial dissimilarities among the three respondent groups in socializing influences of structural attributes of professionalization and in attitudinal orientations. Her conclusions are significant:

> Adult educators are not a population, and professionalization does not necessarily proceed on a uni-dimensional continum. For practitioners dependent on an organizational setting, without claim to an exclusive body of knowledge or area of expertise, the traditional model of profession is not viable. Constraints imposed by dependence on organization, adherence to a service ideal, and subject matter specialization must be recognized if an alternative model is to emerge.

In 1972, Norman Dean Smith [12] reported in his dissertation, "Differences in Opinion on Relevance of Subject Matter Expressed by Professors of Adult Education Classified by Their Personal, Educational, and Occupational Characteristics", the findings of his query of eighty-six members of the Commission of Professors. In his four-part questionnaire, he asked subjects to respond to questions about personal characteristics, educational characteristics, occupational characteristics, and opinions on relevance of specified subject matter areas to doctoral programs.

1. The relevance of subject matter areas of the doctoral adult education program to functioning as a professor of adult education is the same regardless of the professor's status when accepted into the doctoral program.

2. Male professors perceive research subject areas as more relevant while female professors perceive administrative and teaching subject areas as more relevant.

3. The functions of the professor of adult education are sufficiently homogeneous as to demand a particular orientation of opinion toward the relevance of subject matter areas.

4. The professor of adult education who has the Ph.D. has more of a research function than does the professor of adult education who has the Ed.D.

5. Research and statistical methods subject areas are more relevant to professors of adult education who have previous education in Biological and Social Studies than to professors of adult education who have previous education in the Physical Sciences.

6. Professors of adult education who are most prepared for a research position perceive research and statistical methods subject areas as more relevant to their positions than do professors of adult education who receive more preparation for other positions.

7. Relevance of subject matter areas to the functions of

preference of adult education is independent of administrative experience before entering the doctoral program.

Donald W. Mocker [9] in his Ed.D dissertation (completed in 1974) entitled "The Identification, Classification, and Ranking of Knowledges, Behaviors, and Attitudes Appropriate for Adult Basic Education Teachers", used the rating-by-jury method in four phases (identification, classification, evaluation, followed by final ranking) to arrive at a composite rank order list of knowledges, behaviors, and attitudes appropriate for ABE teachers. His subjects consisted of a national sample of both ABE administrators and teachers.

His conclusions are summarized below:

1. The list of 291 attributes developed in this study is definitive as judged by authorities;
2. The scheme used here has proved a viable one for classifying the listed attributes in a systematic manner.
3. The values assigned to these attributes by administrators and teachers in their ratings provides a set of priorities for establishing criteria for curriculum planning in the training of ABE teachers.

The several studies reported above have a number of common characteristics. All relied upon mail questionnaires. Most made use of relatively sophisticated statistical tools, including regression analysis of variance. All identified a relatively specific sub-population of adult educators--professors, administrators, "leaders", and the Wright study, of course, sought three varied kinds of adult education

administrators. In all instances, simply to prepare such questionnaires, careful searches of other social science literature were undertaken, instruments were prepared, and inevitably, certain a priori judgments became part of the research enterprise. In each case the characteristics, beliefs, competencies, values, or other items studied were identified and often labeled in advance.

Alexander N. Charters and Ronald Hilton[6] in a study, "Who We Are: What Some Educators of Adults Say About Their Characteristics, Competencies and Roles", completed in 1975, asked questions of thirty full-time administrators of adult education programs in taped interviews. In other respects the study was open-ended. The questions were:

1. How would you describe your job?
2. How do you see what you are doing relating to the goals (mission) of the organization?
3. How do you spend your typical work day?
4. Would you please describe what would constitute for you an "ideal" working day?
5. What does a person need to be able to do to do your job well?
6. What are some ways for preparing people for careers like yours?
7. What do you think of existing university programs as means of preparing adult educators (or persons for careers like yours)?
8. An optional question: Is there a question I might have

asked that would have elicited some fuller response regarding what you do and what you think and feel about it? Perhaps you would like to ask a question of your own, and then answer it.

Only quotes from the respondents were used in the analysis. No categories or headings were suggested to the respondents. The findings related to characteristics 5 competencies and roles were reported in eight sections or superclasses - each being itself a quote:

A "People Skills"

B "Tight-rope-walking": The need for a "Strong Ego"

C "The Knowledge Base": What Does One Have to Know to Be An Educator of Adults

D "Where you Belong"--The Organizational Sense

E The "Multi-Dimensional Quality"

F "Rubbing Shoulders with People"--The Experiential Base

G "Resources Valued"

In 1976 Richard L. Bunning [3] completed "Skills and Knowledges for the Adult Education: A Delphi Study". He based his conclusions on responses to questionnaires from 141 adult education professors in North America. His conclusions were:

1. The adult educator of the coming decade will be found in an increasing variety of roles and sub-specialities. Accompanying skills and knowledge will likewise be varied. They tend to fall into six general categories: the adult educator himself; the field of adult education; the adult learner; the adult education environment; adult education programming; and the adult education learning process.

2. Minority opinions were relatively insignificant compared with an overall consensus rate of more than 80%.

3. Professional training will continue to be centered in a University setting with an increasing emphasis on practical experience with classroom and seminar experiences.

4. Future adult educators may also fall increasingly into one of two categories:

    1. professional educators who control, direct, evaluate, provide leadership, and enhance the adult education process.

    2. facilitators of the process.

    Additional relevant research areas might include:

    1. a correlation of professional competency of practitioners with their mastery of most important knowledges and skills.

    2. a comparison of these baseline data with a similar Delphi Study with adult education practitioners.

    3. an examination of the validity of the predictions of the respondents to the present study.

O. B. Roper's study, "Philosophical and Personality Characteristics of Teachers of Adults", reported in 1976, seeks to examine the relationship between successful adult teaching and philosophical and personality characteristics. He used Kreitlow's checklist, which distinguishes among three philosophies of education, progressive, academic and community; and Cattell's sixteen item personality factor questionnaire. These instruments were administered to 163 "unsuccessful" and 189 "successful" teachers to sound them on how they perceived the relationship between their success and personality traits. His conclusion is that the ability to relate to adults effectively is essential to the teaching-learning process. Responses to Kreitlow's checklist of three educational philosophies favored community philosophy the most. Those who replied to Cattell's questionnaire concluded that intelligence, abstract-thinking, greater venture-

someness and social boldness, tenderness and sensitivity, experimental orientation, and other traits of emotional stability distinguished the successful from the unsuccessful teacher.

In 1976 Nancy E. Hinkly [7] wrote a paper, 'The Relationship Between Sex and Intrinsic Job Satisfaction of Adult Educators". A questionnaire was sent to 378 persons who received their bachelor degrees in adult education. The researcher concluded that:

1. Female adult educators found less gratification of higher level needs than males in the performance of their job-related tasks.
2. There were no significant differences between women and men in scores in the case of ideal expectations, esteem, autonomy, and self-actualization.
3. Her findings support earlier evidence that survey data collected on male educators was being erroneously generalized to females.

In 1976 Joseph Bosco [2] developed a competency-based Masters' program in Adult Basic Education teaching. This report will soon be available. He is now developing a competency-based Masters' program in administration and supervision in adult education. These projects are sponsored under 309 funds from the State Education Department at Albany, New York.

The Professional Development Committee of the American Society for Training and Development has a preliminary role model and a set of preliminary core competencies for training and development functions

of the members of this organization. They are currently in the process of validation to gain a consensus for these competencies.

The Bureau of Training of the Civil Service Commission has developed a competency-centered curriculum for federal trainers of adults. It consists of an outline of learning modules based on roles, tasks, and competencies of federal trainers of adults. It is now being prepared for distribution.

In the adult education "New York State, Needs Assessment; Report #1, Statewide Analysis" of 1977 there is a section on the training needs of administrators and teachers in Public School, Community Colleges and the Board of Cooperational Educational Services.

While the studies reported above are important, and some relevant studies may not have been identified, it is clear that much more research and other evidence is required to develop a comprehensive professional development program for educators of adults.

WHAT SHOULD BE THE ROLES OF RESEARCH?

The following roles of research in continuing education are suggested:

1. To establish an empirical data base and other evidence for determining the characteristics, competencies, and roles of educators of adults.
   a) to identify the characteristics, competencies, and roles necessary for all educators of adults.
   b) to identify characteristics, competencies, and roles for special concerns or tasks of educators of adults.

2. to establish a theoretical base or model for determining the characteristics, competencies, and roles of educators of adults.
3. to determine which characteristics and competencies can be acquired and/or can be learned or taught.
4. to translate adult education research so that it can be used as a resource for learning by educators of adults.
5. to integrate or meld theory and practice.
6. to determine where and how the educators of adults obtained or developed their characteristics and competencies to function in the field.
7. to assess the scope and quality of professional development programs, activities, and other learning opportunities for educators of adults.
8. to analyze research in other professions and disciplines and thereby determine if it may be used for learning by educators of adults.
9. to provide evidence about specific operational aspects of adult education such as: needs assessment, marketing, program development, teaching, evaluation, and on the job training.

For the implementation of these roles it might be useful to at least explore some means of communication and collaboration among adult education and related organizations which have a strong research component.

As further research is planned investigaters may wish to expand the types of methodologies used, enlarge the samples, obtain more evidence and other data that is generalizable and increase the involvement of the educators of audlts.

By comparing the research studies as reported in this statement with the suggested roles of research it is quite clear that there is a substantial gap. The task of narrowing the gap presents a significant challenge.

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